

Lead-in

Parts of speech

1B

POSSIBLE ANSWER:

Many advanced learners of English are not able to specify their motivations for learning or their study goals and also admitted to being undisciplined in terms of study habits.

1D

- 1 and, but
- 2 clearly, remarkably
- 3 not only were the respondents
- 4 who, which
- 5 part-time
- 6 who devote time and energy to learning a foreign language
- 7 take on, came to
- 8 learning, being
- 9 could be said
- 10 more likely

Grammar

2

- 1 a a long-term or permanent situation
b a temporary situation
- 2 a at some point before now
b started recently, but unfinished
- 3 a a hypothetical, unlikely situation
b a possible, likely situation
- 4 a the weather was probably bad
b the weather was probably good
- 5 a by the end of the month it will be complete
b by the end of the month we will still not be finished
- 6 a at the time of speaking, the teacher was pleased
b the teacher was pleased at a point before the time of speaking
- 7 a was unable to check out the websites
b was able to check out the websites

Unit 1 learning

BBC Vlogs

1

Ideas mentioned in the vlogs:

Speaker 1: learn a language

Speaker 2: cook

Speaker 3: think more critically

Speaker 4: swim

Speaker 5: play chess

Speaker 6: say 'thank you'

Speaker 7: basic first aid

Speaker 8: be more empathetic

Speaker 9: sew

1A Is that a fact?

Reading

2B

Molls. She believes learning from failure can be a positive.

2C

1 Jay. He uses much more outspoken language.

2 Jay

3 Ethan

4 Kate

5 Molls

6 Kate

Vocabulary: describing attitudes

3A

1 the idea is spot on, rings true, makes sense, struck a chord with me

2 an element of truth

3 It is patently not true, vacuous comments, sweeping statements, trot out these trite phrases, they are way too oversimplistic, complete fallacies

3B

1 struck a chord

2 way too oversimplistic

3 a sweeping statement

4 a complete fallacy, trot out these trite phrases

5 vacuous

6 patently not true

7 rings true

Vocabulary bank: idioms

1A

1 hung, b

2 along, d

3 share, g

4 good, h

5 cut, f

6 strides, a

7 fly, c

8 changed, e

9 threw, j

10 knocked, i

Grammar: conditional forms

5A

1 But for

a sentence 5

2 been for

b sentences 1 and 3

3 should

c sentence 4

4 were

d sentence 2

5 Were

5B

POSSIBLE ANSWERS:

1 If it hadn't been for the intervention and encouragement of my son's drama teacher, he would never have risked going into acting.

2 If he hadn't loved the game (so much), he would have thrown in the towel early on.

3 If I hear people saying that anyone can do anything if they want it hard enough, it bugs me.

4 If we got hung up about all our mistakes, we would probably get nowhere in life.

5 If we analysed them, we'd probably find some that are often actually wrong.

5C

1 wouldn't have passed

2 weren't / wasn't / hadn't been, wouldn't still be

3 Had you not checked / If you hadn't checked, wouldn't have got

4 Were you to take

5 hadn't been / weren't, would/d never have become

Grammar bank

1

1 If I didn't have to go to a conference later, I would have stayed up late last night.

2 If I'd learnt Spanish at school, I'd be able to / could communicate with the locals here.

3 If Lara enjoyed superhero films, she'd have gone to see the latest *Avengers* film last night.

- 4 If the tap hadn't been leaking all night, the whole floor wouldn't be wet today.
- 5 If Oliver didn't have a really good singing voice, he wouldn't have entered the TV talent show.
- 6 If we hadn't gone swimming in cold water yesterday, I wouldn't be sneezing a lot this morning.

2

- 1 the doctor intervening quickly / the doctor's quick intervention, the patient would be seriously ill
- 2 a partner, he can't go to the dance
- 3 as there isn't an emergency
- 4 (that) I'm not obliged to speak
- 5 you have a licence, you can't use a TV
- 6 no one contact you later today, the meeting will go ahead tomorrow

3

- 1 weren't/wasn't 2 Had 3 been
- 4 Were 5 were to

Pronunciation: *if* in natural speech

6A

In natural speech or at a fast pace, the initial /ɪ/ in *if* is shortened or not pronounced.

1B Tomorrow's learning

Vocabulary: collocations: education

1B

- 1 c 2 j 3 a 4 g 5 d 6 i 7 e 8 b 9 h 10 f

1C

- 1 took the initiative
- 2 find my own path
- 3 fulfil your potential
- 4 focus on individuality
- 5 foster good relationships
- 6 deliver a quality curriculum

Vocabulary bank: compound nouns

1A

blended learning, continuous assessment, critical thinking, external accreditation, peer assessment, rote learning, student loan, tuition fees, virtual learning environment, vocational training

1B

- 1 tuition fees
- 2 student loan
- 3 continuous assessment
- 4 virtual learning environment
- 5 vocational training
- 6 blended learning
- 7 rote learning
- 8 external accreditation
- 9 peer assessment
- 10 critical thinking

Pronunciation: emphatic syllable stress

2A

- 1 nur-tu-ring, ex-cell-ence, fos-ter-ing, ful-fi ll-ing, po-ten-tial, qua-li-ty, main-tain-ing, rig-or-ous, mu-tu-al, fo-cu-sing
- 2 de-ve-lop-ing, en-vir-on-ment, re-la-tion-ships, de-liv-er-ing, curr-i-cu-lum, in-i-tia-tive, es-tab-lish-ing

2B

- 1 a nurturing environment
- 2 striving for excellence
- 3 fostering good relationships
- 4 fulfilling your potential
- 5 a quality curriculum
- 6 rigorous standards
- 7 taking the initiative
- 8 mutual respect

Listening

3B

Points 1, 2 and 4 are covered.

3D

POSSIBLE ANSWERS:

- 1 **a** falling class sizes, new technology embraced in classrooms, students researching information, the changing role of teacher from instructor to facilitator, a move towards project and teamwork
- b** retain traditional methods
- c** big issues such as climate change, advancing technology, political uncertainties, shifting job markets, increasing populations
- 2 **a** to illustrate changes and reforms

- b** to illustrate an example of 'knowing that'
c to illustrate offloading the need to remember things
d to illustrate one type of 'knowing how' to show the speaker is thinking beyond this

Grammar: nominal relative clauses

5A

- 1 However 5 what
 2 what 6 Whoever
 3 what 7 whenever
 4 whatever

5B

- a what (sentences 2 and 5)
 b what (sentence 3)
 c whoever
 d however
 e whatever
 f whenever

Grammar bank

- 1
 1 I remember ~~the time that~~ **when** we actually enjoyed weekends.
 2 ~~Anyone who~~ **Whoever** thinks writing a book is easy should try it for themselves.
 3 If you don't like ~~the way that~~ **how** she treats you, tell her.
 4 I'll have my eggs ~~any way that~~ **however** you want to make them.
 5 Don't forget ~~the things that are~~ **what's** important to you and you can't go wrong.
 6 There are two routes to the airport, so you can choose ~~the one that~~ **whichever** you prefer.
 7 ~~The person who~~ **Whoever** I like the most is best kept a secret.
 8 You can have ~~anything that~~ **whatever** you want, just name it.
- 2
 1 a who b Whoever
 2 a what b whatever
 3 a when b whenever
 4 a what b Whatever

Writing: note-taking and summary writing

8B

- 1 cited/cites
 2 pointed/point
 3 began/begins
 4 give
 5 compared/compares, focused/focuses
 6 went/goes
 7 accepted/accepts

1C Creativity

Vocabulary: creativity

2A

- 1 c 2 f 3 e 4 h 5 d 6 g 7 b 8 a

How to ... manage interaction during a discussion

4B

- 1 ball 2 come 3 what 4 cut 5 saying
 6 thoughts 7 earlier 8 pick 9 started 10 mentioned
 11 bring 12 raised

4C

- Interrupting: phrases 2, 4
 Returning to a previous point: phrases 3, 5, 7, 9, 10, 12
 Directing the interaction: phrases 1, 6, 8, 11

Grammar bank

- 1
 1 Could I just make a point here?
 2 To go back to my earlier point, ...
 3 Earlier, you raised an important point ...
 4 Let me pick up on that.
 5 We're running out of time.
 6 If I could just finish, ...
- 2
 1 get 2 start 3 come 4 cut 5 As
- 3
 1 c 2 a 3 d 4 b
 1 thoughts 2 comment 3 pick 4 getting
 5 raised 6 going

Pronunciation: polite intonation

5A

- 1 B 2 A 3 B

1D BBC Street Interviews: Learning experiences

View

3B

- 1 level 2 adjust 3 take 4 feeding
5 dynamic 6 through

Writing: a nomination for an award

6A

to nominate a teacher for an award

Writing bank

1A

- Paragraph 1: naming the teacher to be nominated
Paragraph 2: describing the teacher's expertise and approach
Paragraph 3: describing how the teacher is supportive outside the classroom
Paragraph 4: a summary and justification for the teacher to receive the award

Unit 1 Review

Grammar

conditional forms

1A

POSSIBLE ANSWERS:

- 1 **a** If I were/was given the opportunity to take up a new language, I'd like to take up ...
b Should I be given the opportunity to take up a new language, I'd probably choose ...
2 **a** But for my friend's advice, I wouldn't have ...
b If I hadn't taken my friend's advice, I wouldn't have ...
3 **a** If ... hadn't taught me ..., I wouldn't ...
b Had ... not taught me ..., I wouldn't ...
4 **a** If it hadn't been for the report on ..., I wouldn't ...
b But for the report on ..., I wouldn't ...

nominal relative clauses

2A

- 1 whoever
2 how
3 whichever/whatever/what
4 Whenever/When
5 what
6 however
7 whatever/what

Vocabulary

3

- 1 environment 2 potential 3 excellence
4 path 5 initiative 6 mutual

4

- 1 fertile 2 innate 3 out of
4 sparked 5 novel 6 flash

5

- 2 not to get hung up about
3 believe (that) continuous assessment is / believe continuous assessment to be
4 an element of truth
5 knocked her confidence

6

- 1 go 2 whatever/what 3 for 4 would
5 towel 6 Whoever 7 were/was 8 change

Unit 2 culture

BBC Vlogs

1

Ideas mentioned in the vlogs:

Speaker 1: Paris (elegant and romantic)

Speaker 2: India (vibrant and interesting, can spend time outside, lots of street food)

Speaker 3: Costa Rica (nature and plants)

Speaker 4: Spain (the culture, maintain high level of Spanish, close enough to visit family and friends)

Speaker 5: Italy (food, culture and people)

Speaker 6: Brazil (history, culture, music, dancing and opportunity to learn Portuguese)

Speaker 7: New Zealand or Canada (English-speaking, beautiful, safe, open)

2A Cities

Reading

2A

1 that the idea of being a cultural icon or exemplifying cultural ideals is being taken too far and risks losing focus

2 The writer starts by being factual, but then the writing becomes clearly fictitious, to emphasise the point.

2B

The writer concludes that there are both pros and cons.

2C

1 b 2 a 3 b 4 a 5 c

Vocabulary: describing the impact of an action

4A

Positive: have tangible benefits, showcasing the best of, raise the cultural profile, give the cultural life of that city a boost, facilitate cultural development, bring long-term benefits

Negative: ends up stuck with, have a detrimental effect, do more harm than good

Vocabulary bank: binomials

1A

1 First 2 part

1B

1 peace 2 slowly 3 hustle 4 make

5 cut 6 give 7 short 8 out

9 By 10 Sooner 11 pick 12 live

1C

POSSIBLE ANSWERS:

first and foremost - most importantly, with priority

part and parcel - a significant element

peace and quiet - tranquillity

slowly but surely - progressing slowly but well

hustle and bustle - noise and crowds

make or break - the last chance

cut and dried - easy to decide

give or take - about / approximately

short and sweet - not long and detailed

out and about - moving around outside

by and large - generally

sooner or later - at some point

pick and choose - select

live and learn - get wiser with experience

Grammar: advanced ways of comparing

5

1 like 2 as 3 like 4 as 5 as

6 as 7 than

6A

1 d 2 e 3 a 4 b 5 c 6 g 7 f

Grammar bank

1

1 as 2 like 3 as 4 like 5 as 6 as

2

1 b 2 a 3 d 4 e 5 f 6 c

3

1 get a painting (any) more lifelike / get a more lifelike painting

2 at complete variance with

3 so much his words as

4 claims were so ridiculous as to

5 was easily as exhausting as

6 that it was a bit like / as to be a bit like

Pronunciation: schwa /ə/

7A

They all have the schwa /ə/ sound in common.

2B Lost in translation

Vocabulary: summarising verbs

2A

- intonation cannot be translated
- some forms of writing, e.g. poetry, cannot be translated
- cultural differences affect translation of shades of meaning and concepts that differ in different cultures
- doubtful whether training courses address these problems sufficiently

2B

- | | | | |
|---------------|------------|---------------|-----------|
| 1 voice | 2 accept | 3 cite | 4 echo |
| 5 question | 6 call for | 7 acknowledge | |
| 8 maintain | 9 raise | 10 illustrate | 11 ponder |
| 12 comment on | | | |

2C

- | | |
|--------------|---------------|
| 1 raised | 5 maintained |
| 2 echoed | 6 pondered |
| 3 accepted | 7 illustrated |
| 4 questioned | |

Vocabulary bank: multi-word verbs for reporting

1A

- 1 verb: calling for, object: more signers
 2 verb: fill (me) in on, object: me
 3 verb: talked (me) into, object: me
 4 verb: back (me) up, object: me
 5 verb: tipped (me) off, object: me
 6 verb: reeled off, object: the names
- Separable: fill someone in on, talk someone into,
 back someone up, tip someone off, reel off

1B

- | | |
|---------------------|----------------------|
| a back someone up | d tip someone off |
| b talk someone into | e fill someone in on |
| c call for | f reel off |

Listening

3B

Problems mentioned in the interview:
 speakers being unaware of the sound settings which can result in shouting or loud noises causing injury to the translator; speakers not being adept at or fluent in the language they choose to speak; speakers talking quickly and so being difficult to follow exactly; interpreting things like jokes, metaphors or cultural references which don't translate well between languages; not having enough time to prepare in advance; technological problems with online presentations; outside work, predicting what friends and family are going to say

3C

POSSIBLE ANSWERS:

- 1 of consideration by the speakers
- 2 for voice levels, but not sounds above that
- 3 the difficulties presented by someone using a language they are not familiar with
- 4 than request a speaker to slow down / than translate word for word
- 5 he should discuss things with the speaker beforehand
- 6 his home life / how he interacts with his friends

3D

POSSIBLE ANSWERS:

- | | |
|----------------------|--------------------------|
| 1 questioned | 4 acknowledged, accepted |
| 2 voiced, called for | 5 raised, echoed |
| 3 illustrated | 6 maintained |

Grammar: reporting

5A

- 1 b 2 d 3 c 4 a

5B

POSSIBLE ANSWERS:

- 1 that there was no way that could be translated
- 2 translating could be very problematic and gave examples
- 3 that it was a really enjoyable job, in spite of the difficulties
- 4 to David, the variety of challenges made the job interesting

Grammar bank

1

- 1 Valerie just told me that she'd been in hospital last week and that was why she hadn't come to my party.
- 2 In 1543, Copernicus published his theory which/ that stated (that) the Earth went round the Sun.
- 3 The application form states that a recent photo must be attached.
- 4 When we were young, my father assured us that we would never regret going to college.
- 5 Last night, Sue explained to me that she travels a lot in her current job.
- 6 When he saw the broken window, Mr Harris asked whether I or my brother had done it.

2

POSSIBLE ANSWERS:

- 1 She accepted (the fact) (that) she was never going to be a teacher.
- 2 He echoed Marty's point that they had been too lenient with students missing deadlines.
- 3 She questioned the accuracy of the records. / She questioned whether the records were completely accurate.
- 4 He reiterated his view that they hadn't invested enough in maintaining the buildings.
- 5 She maintained (that) the steps she had taken had been in the best interests of the company.
- 6 He implored everyone to think very carefully about donating more money to the charity.

3

POSSIBLE ANSWERS:

- 1 'We definitely need to take action to improve road safety.'
- 2 'I'd like us to consider the issue of students bringing unhealthy snacks into school.'
- 3 'I am unsure that this is the right time to take a vote.'
- 4 'We don't think your brother was involved in stealing the car.'
- 5 'It will be very difficult to introduce this legislation quickly and we must think about that.'
- 6 'A significant number of customers left without paying their bills last month.'

Pronunciation: using intonation to show contrasting opinions

6A

Sentences 1, 2 and 4 contain contrasting opinions. The speaker uses higher intonation on the names of the people with the contrasting opinions (1 Tina, 2 Juan, 4 Mo).

Writing: an informative summary

8B

POSSIBLE ANSWERS:

- 1 An informative summary accurately conveys information from one or more other sources.
- 2 interviews, reports, brochures, podcasts, articles, blogs, etc.

2C The way we do it

Vocabulary: conventions/cultural heritage

2B

- | | |
|-----------------|-------------------|
| 1 stereotypical | 5 irrespective of |
| 2 frowned upon | 6 long-standing |
| 3 commonplace | 7 peculiar to |
| 4 deeply rooted | |

How to ... maintain and develop interaction

3C

Differences: respect being cultural or an element of being civilised, respect needing to be earned

Agreement: lack of respect between generations

3D

- | | |
|------------|----------------|
| 1 there | 6 enough |
| 2 relevant | 7 make |
| 3 surely | 8 strong views |
| 4 round | 9 slight flaw |
| 5 take | 10 get |

Grammar bank

1

- | | |
|------------------------|-----------|
| 1 flaw | 5 there |
| 2 make | 6 cross |
| 3 more, surely | 7 putting |
| 4 relevant, considered | |

2
1 e 2 a 3 d 4 b 5 c

3
1 Fair enough 5 surely
2 take your point 6 make a good point
3 a flaw in your argument 7 agree to disagree
4 where you're coming from

Pronunciation: expressing surprise and asking for reaction

4A
respect is stressed, the intonation rises

2D BBC Food: Flavours

Preview

2
None

View

3
1 They mostly come from Latin America, specifically Mexico.
2 It's a livelihood, but more importantly it's a connection to home.
3 An 'Angelino' is somebody born and raised in LA. For food, it implies mixing flavours and ingredients from different places.
4 The dream of starting somewhere new and having a better life.

4B
1 food that is special to a place or culture
2 when there is a lot to see, smell, taste or hear at the same time
3 interesting smells you want to explore
4 version of
5 mix different flavours together
6 define something again in a different way
7 in food, adding something to the top of a dish, e.g. a sauce or dressing
8 take something (or a mixture of things) and give them a new interpretation

Writing: a blog post about a food hotspot

7A
send in a review of their favourite area to go out to eat

Writing bank

1A
the history of the area, their favourite thing about it, what it offers, the atmosphere

1B
1 punchy 7 emanating from
2 gruelling 8 renowned
3 buzzing, vibrant 9 surged
4 array 10 melt-in-your-mouth
5 chaotic 11 foodie hotspot
6 on all sides 12 a must

Unit 2 Review

Grammar

advanced ways of comparing

1A

- | | |
|----------------|----------------------|
| 1 as | 4 couldn't, any more |
| 2 nothing like | 5 as |
| 3 so | 6 more of |

reporting

2A

POSSIBLE ANSWERS:

- 1 confident (that) the council could address
- 2 claimed to have submitted their / claimed (that) they had submitted their
- 3 the extreme difficulty of translating
- 4 Jonah's opinion, they/we had made

Vocabulary

3A

- 1 b 2 f 3 c 4 e 5 a 6 d

3B

- 1 raise the profile
- 2 make or break
- 3 facilitate the development
- 4 do more harm than good
- 5 detrimental effect
- 6 First and foremost

4

POSSIBLE ANSWERS:

- 1 cited the works of
- 2 filled me in on
- 3 talked me into going
- 4 echoed the presenter's concerns
- 5 questioned
- 6 called for more classical writers to be

5B

- 1 C 2 B 3 C 4 A 5 C 6 B 7 A 8 C 9 A

Unit 3 working life

BBC Vlogs

1

The jobs and experiences mentioned in the vlogs are:

- Speaker 1: dishwasher in a restaurant (intense and physically exhausting, very little money)
- Speaker 2: making a cookery TV show (got to eat the food)
- Speaker 3: selling advertising on the phone (couldn't do the job as people didn't want to buy so they got fired)
- Speaker 4: lawyer (good money, but boring and not nice clients)
- Speaker 5: working in a peanut factory (so boring that they fell asleep)
- Speaker 6: pizza delivery boy (some difficult clients and unknown places; got to the point when they couldn't do it anymore and became a waiter instead)

3A Get that job!

Vocabulary: collocations: job searching

2B

- | | | |
|-------------|--------------|----------|
| 1 selling | 2 warrant | 3 play |
| 4 footprint | 5 jeopardise | 6 spread |

Listening

3A

- organisation skills
- communication/social skills
- flexibility / being a team player
- (the nature of) interviews

3B

- 1 b 2 c 3 b 4 a

Grammar: modal verbs and phrases

4A

- a strong likelihood that
- absolutely essential
- Being able
- need to be good

- obviously your responsibility
- Inevitably it will
- might be
- may well

4B

- 1 P 2 O 3 A 4 O 5 O 6 P 7 P 8 P

4C

POSSIBLE ANSWERS:

- It's highly likely that / In all probability / The odds are that / There's a chance that certain key phrases will come up in a job advertisement.
- It's crucial / A requirement is / It is expected / It's a given / It's vital that you have the skills to enable you to manage large amounts of information efficiently.
- Being able to interact with people well is crucial/ vital. / It is expected that you will be able to interact with people well.
- A requirement is being good at / You should have an aptitude for getting people to want to listen to you.
- It's a given that you will present yourself in the best way possible. / You will undoubtedly want to present yourself in the best way possible.
- It will undoubtedly / It's a given that it will come out at some point.
- There's a chance / It's highly likely that / In all probability / The odds are that you might be asked to take on a range of tasks.
- There's a chance that / The odds are that / It's highly likely that in the future recruiters will use voice analysis to learn more about the candidates.

Grammar bank

1

- In **all** probability you will see wildlife that you've never seen before.
- ~~It~~ **There's** a chance that some parts of the park will be closed during the rainy season.
- We ~~should~~ **would** guess that most of our customers come through recommendations from former clients.
- correct
- correct
- Visitors are not ~~suppose~~ **supposed** to tip their

- guides, but the practice is not overtly discouraged.
- 7 It's ~~essentially absolute~~ **absolutely essential** that you keep your car windows closed.
- 8 Even the fastest human is not ~~able~~ **capable** of outrunning an elephant.
- 9 You ~~guarantee of having~~ **are guaranteed to have** a great time!
- 2
- | | |
|-----------------|---------------|
| 1 crucial | 5 expected |
| 2 a requirement | 6 able |
| 3 likelihood | 7 well |
| 4 aptitude | 8 undoubtedly |

Pronunciation: linking sounds in modal phrases

5B

- The 'g' sound is weakened.
- A 'j' sound is introduced between the words.
- The two 'r' sounds are combined.
- The 'd' sound bridges the end of the first word and the beginning of the next word.
- The 'n' sound bridges the end of the first word and the beginning of the next word.

Writing: a cover email/letter

6A

- an email or letter you send with your CV or application form; information summarising and detailing why you are suited to that particular job
- generally relatively formal, depending on the type of job
- Students' own answers

Writing bank

1C

POSSIBLE ANSWERS:

- I have been particularly impressed ...
- I would be grateful for the opportunity to discuss ... explore my suitability ...
- I am writing to apply ...; Thank you for your consideration.
- I am writing to apply ...
- Aspects of my background ... include ...; I have a flexible working style and am accustomed to working under pressure; excellent communication skills

- extensive experience working with key design programs; good team player; excellent communication skills
- I am attaching my CV, which includes further details and contact information

1D

POSSIBLE ANSWERS:

- I was particularly impressed by your advertising campaign last year.
- Aspects of my experience which I consider relevant include ...
- I have extensive experience in marketing.
- I am passionate about my work.
- I feel I would be an asset to your company.
- Please contact me should you wish me to attend an interview.

3B Going remote

Reading

3A

- our brains are working overtime to process non-verbal clues
- the fact that our minds are together while we are physically apart
- having to look at the camera, not the faces; not to appear bored
- No, because we question whether the technology is working or feel uncomfortable that the other person is not replying for some reason.
- it's like being on stage and you're aware that everyone is looking at you
- to express relief (colloquially)
- flexibility, no commuting, saves time and money, fewer distractions
- exhausting video calls; isolation; interruptions during calls; not getting immediate feedback; long, time-wasting and boring calls

3B

- 1 big plus 2 down to 3 wittering on 4 odd

Vocabulary: verb-noun collocations

4A

- ease those stress levels
- boosts morale

- 3 exacerbate divisions
- 4 aggravates the problem
- 5 strengthening bonds
- 6 alleviates any boredom
- 7 engendered distrust

4B

- 1 aggravated/exacerbated
- 2 ease
- 3 engender
- 4 alleviate
- 5 strengthen
- 6 boosted

Vocabulary bank: metaphors

1A

- 1 freezes
- 2 above
- 3 trickle
- 4 water down
- 5 wet blankets
- 6 flow
- 7 pour out
- 8 flooded

Pronunciation: word stress

5B

- aggravate (three syllables)
- alleviate (four syllables)
- distrust (two syllables)
- ease (one syllable)
- engender (three syllables)
- exacerbate (four syllables)
- isolation (four syllables)
- morale (two syllables)
- strengthen (two syllables)

Grammar: passives

7A

- 1 to be reminded
- 2 having my workflow interrupted
- 3 thought to have been listening, found to have been working
- 4 being watched
- 5 has been suggested

7B

Sentence 5 includes an agent (experts).
The other sentences do not name the agent as it is unimportant, obvious or unknown.

7C

- 1 to be allowed
- 2 Having been given
- 3 being monitored
- 4 've been made, been cancelled, to have
- 5 are found, be

Grammar bank

1

- 1 a 2 b 3 b 4 a 5 a 6 b

2

- 1 are/get caught out
- 2 might be interpreted
- 3 have been exposed
- 4 have spent
- 5 videoed
- 6 made
- 7 was informed
- 8 improve
- 9 was included
- 10 was/had been terminated
- 11 to be gained
- 12 Getting/Being sacked

3C Tackling the real issues

Vocabulary: collocations: politics

2A

POSSIBLE ANSWER:

inequalities in employment (by promoting equal opportunities, creating educational opportunities, addressing inequality in pay scales, eliminating discrimination, encouraging diversity)

2C

- 1 bridge
- 2 allocate
- 3 eliminating, enforce
- 4 encouraged, tackle
- 5 stand, shape

Vocabulary bank: politics

1A

- 1 manifesto
- 2 left, right
- 3 polls
- 4 far
- 5 constitution
- 6 state, monarch
- 7 ballot, vote
- 8 liberal
- 9 spin

4A

It is the difference in pay between men and women when taken as an average.

How to ... check understanding by paraphrasing and summarising

5A

The man believes that Marwell's party is worth voting for because she has promised to confront the gender pay gap. The woman doesn't think that Marwell's party will be able to change anything.

5B

- | | |
|------------------------------|-----------------------|
| 1 other words | 5 I right in thinking |
| 2 at all, I said was | 6 put it another way |
| 3 you're basically saying is | 7 what I'm saying |
| 4 exactly what I mean | 8 me if I'm wrong |
| | 9 rephrase that |

6A

2

Grammar bank

1

- | | |
|-----------------------|-------------------|
| 1 it another way | 4 thinking that |
| 2 my words | 5 me if I'm wrong |
| 3 exactly what I mean | 6 said was |

2

- 1 Not **at** all - what I said was I needed more thinking time.
- 2 So, **what** you're basically saying is that we've run out of time to rectify the situation.
- 3 If I've got this **right**, you'd rather go with the third candidate.
- 4 You're twisting **my** words - I shall definitely vote for getting an extension.
- 5 Let **me** rephrase that - I would like to see more people working remotely.
- 6 No, you've got **it** all wrong. I don't want to work from home myself.
- 7 OK, I'll put **it** another way - I would love to find employment with this company.
- 8 It sounds **like** you're talking about making a large number of people redundant.

3

- 1 c 2 a 3 d 4 b

Pronunciation: stress and intonation when paraphrasing

7A

There is a slight pause after *saying* and *wrong* before the speaker paraphrases what the other person said.

3D BBC Street Interviews: Company culture

View

2A

POSSIBLE ANSWERS:

a

- Sagar: personal growth, learn new things daily, good pay, work with fun people
- Hazel: corporate social responsibility policy
- Michael: dynamism, sound financial footing, drive and purpose, definite role in the process
- Nick: work-life balance, nice company culture
- Adeleke: community with shared values, working together rather than pursuing individual goals

b

- Sagar: He would travel the world, watch football games and do all the things he's always wanted to do.
- Hazel: She wouldn't give up work.
- Michael: He wouldn't give up work.
- Nick: He would do all his hobbies.
- Kirsty: She would work one week then have one week off .
- Adeleke: He would do his hobbies, do volunteering, create music and go out in the world and try new things.

3B

- | | | | |
|------------------|---------------|-----------|---------|
| 1 responsibility | 2 prioritised | 3 footing | 4 toxic |
| 5 community | 6 values | 7 aspect | 8 field |

Writing: a report on work experience

Writing bank

1A

Yes. In the first paragraph, the writer describes the job and their expectations. In the second paragraph they describe the reality of the experience and whether it met their expectations. In the final paragraph they offer their advice to other students considering work experience.

1B

- 1 thinking it through
- 2 no real grounding
- 3 opted for

- 4 be on my feet for hours on end
- 5 squeeze in
- 6 compounded by the fact
- 7 paid the price
- 8 to top it all off
- 9 get a lot out of it

Unit 3 Review

Grammar

modal verbs and phrases

1A

- | | | | |
|--------------|--------------|---------------|------------------|
| 1 essential | 2 bound | 3 well | 4 responsibility |
| 5 expected | 6 unlikely | 7 requirement | |
| 8 inevitably | 9 likelihood | | |

passives

2

- 1 needs to have been rewritten by the end of the day
- 2 is thought to have been working for a competitor at the same time as working for us
- 3 placed under too much pressure can affect employees' productivity
- 4 have been shortlisted after the interview knocked my brother's confidence
- 5 employees need to be informed about possible promotion paths within the company
- 6 is said to have been founded by the present owner's great-grandfather

Vocabulary

3A

- | | | |
|-----------|--------------|-------------|
| 1 warrant | 2 the | 3 footprint |
| 4 selling | 5 jeopardise | 6 play |

4A

- | | | |
|--------------|-------------|------------|
| 1 strengthen | 2 alleviate | 3 ease |
| 4 encourage | 5 allocated | 6 enforced |

5

- 1 doesn't spill over into/to
- 2 a given that we
- 3 already boosted morale amongst/among
- 4 the odds are
- 5 stand up for his classmates
- 6 for students to bridge the gap

Unit 4 humanity

BBC Vlogs

1

Characteristics mentioned in the vlogs:

Speaker 1: kindness and compassion

Speaker 2: humility

Speaker 3: curiosity

Speaker 4: politeness

Speaker 5: imagination and creativity

Speaker 6: good sense of humour

4A Pioneers

Reading

1B

The article is about pushing limits.

similar: both push limits to explore previously
unexplored spaces

different: Musk has no concerns about finance while
Cousteau needs funding, Musk's main interest is
going beyond what is known while Cousteau's is
to find solutions to current problems

2A

- 1 to illustrate how our desire to learn more begins
- 2 to give an example of a physical limit already explored
- 3 to give an example of what Musk is known for
- 4 Musk's well-known project linked to pushing limits
- 5 the grandfather of Fabien, a famous French explorer in the 1960s
- 6 the projected size of the underwater station
- 7 to give an example of how explorers have always needed funding

Vocabulary: verb–noun collocations

3A

- 1 realise a (big) dream
- 2 serve science
- 3 raise funding
- 4 satisfy your/humankind's (constant) curiosity
- 5 pursue your/his ambitions
- 6 fuels your/the motivation
- 7 back a (research) project
- 8 pushing the limits

3B

- | | |
|-----------------|----------|
| 1 satisfy | 5 pursue |
| 2 fuelled/fuels | 6 raise |
| 3 realise | 7 back |
| 4 pushing | 8 serve |

Pronunciation: syllable stress in verb–noun collocations

4A

- | | |
|---------------------|-------------------|
| 1 <u>motivation</u> | 2 <u>ambition</u> |
|---------------------|-------------------|

4B

- | | |
|--------------------|------------------|
| 1 <u>curiosity</u> | 4 <u>dream</u> |
| 2 <u>funding</u> | 5 <u>project</u> |
| 3 <u>science</u> | |

Vocabulary bank: adverb–adjective collocations

1A

POSSIBLE ANSWERS:

- | | |
|----------------|-------------------------------------|
| 1 considerably | 2 surprisingly/amazingly/incredibly |
|----------------|-------------------------------------|

1B

- | | |
|---------------|---------------|
| 1 vehemently | 5 wildly |
| 2 infinitely | 6 gravely |
| 3 immediately | 7 ludicrously |
| 4 blindingly | |

Grammar: verb patterns

5A

- | | |
|------------------|-----------------------|
| 1 to have made | 4 being deprived |
| 2 to be explored | 5 to be following |
| 3 building | 6 to have been backed |

5B

- a sentences 2 and 6
- b sentence 4
- c sentences 1 and 5
- d sentence 3

6A

- 1 to be made
- 2 to have suffered / to be suffering / to suffer
- 3 to revitalise
- 4 upsetting
- 5 backing
- 6 to be rented
- 7 to go after
- 8 to solve

9 to be speeding / to speed

10 happening

Grammar bank

1

1 Sonya's renowned for not answering her emails in addition to never ~~check~~ **checking** her voice mails.

2 Since ~~see~~ **seeing** the film, Ron bursts out ~~ery~~ **crying** every time he sees a cat.

3 I'm not looking forward to ~~turn~~ **turning** forty, so there's no need to organise a party.

4 The judge decided they were justified in having ~~leave~~ **left** the restaurant without paying while running from the fire.

5 It's worth remembering ~~packing~~ **to pack** your case the night before so you don't forget ~~taking~~ **to take** everything.

6 It was great to have ~~visit~~ **visited** / to ~~have~~ visit so many countries but pointless trying ~~picking~~ **to pick** which was the best.

7 When Dan was complimented on having prepared such a good meal, he admitted to ~~have~~ **having** ordered / to ~~have ordered~~ **ordering** / to ~~have~~ **having** ordered it from a caterer.

2

- | | |
|-----------------------------|-------------|
| 1 to extinguishing | 7 to carry |
| 2 spending | 8 having |
| 3 having started / starting | 9 to make |
| 4 to collect | 10 putting |
| 5 to protecting | 11 to start |
| 6 doing | 12 to give |

4B Community

Listening

2A

The charity tries to help somebody in need every week by providing basic needs or basic services to help make a difference.

2B

1 c 2 c 3 b 4 a

Vocabulary: collocations: needing and giving

3

- | | |
|-----------|-----------|
| 1 spread | 4 have |
| 2 make | 5 through |
| 3 helping | 6 face |

Vocabulary bank: adjectives to describe people

1A

- | | |
|-----------------|-----------------|
| 1 compassionate | 5 conscientious |
| 2 appreciative | 6 aloof |
| 3 selfless | 7 intuitive |
| 4 enterprising | 8 resourceful |

Pronunciation: stress in collocations featuring verbs with 'weak' meanings

5B

The nouns carry more of the meaning and therefore more of the stress.

Grammar: continuous and perfect aspects

7A

- 1 'm sitting, 'm wondering
- 2 will have been working
- 3 'd been meaning
- 4 'd been thinking

7B

- a sentence 2 b sentence 1 c sentences 3 and 4

Grammar bank

1

- 1 had been
- 2 've, 'll be
- 3 Haven't you found, were
- 4 he'd missed, hadn't
- 5 will have doubled
- 6 'd been, needed
- 7 be, 'd
- 8 've been, downloaded
- 9 've been meaning, haven't had
- 10 're doing, 'll have finished

2

- | | |
|------------------------|--------------------|
| 1 'd taken | 8 aren't moving |
| 2 'd never felt | 9 weren't moving |
| 3 was waiting | 10 was giving |
| 4 was losing / 'd lost | 11 had started |
| 5 'd been working | 12 was standing |
| / 'd worked | |
| 6 'll be looking | 13 hadn't said |
| 7 was walking | 14 've never heard |

Writing: an informal review of a product or service

9B

Title 1 because it asks a question which is then addressed in the review.

9C

The app is different because it's a practical app that uses advice from real experts.

Students' own answers

10A

POSSIBLE ANSWERS:

- 1 people who are interested in apps and technology, people who want help trying to achieve a goal
- 2 on a website, in an app store or in a technology magazine
- 3 informal
- 4 to outline how the app works, to inform the reader of its features and to recommend its use
- 5 with an initial short exclamation

10B

- 1 we're, we've, doesn't, It's
- 2 the use of pronouns *we* and *our*
- 3 Pricey (instead of **It's** pricey)
- 4 fobbing users off

10C

- | | |
|----------------------|----------------------|
| 1 paragraph D | 4 paragraphs B and D |
| 2 paragraphs C and D | 5 paragraph B |
| 3 paragraph A | 6 paragraph A |

4C Economies

Vocabulary: money and economy

1B

- | | |
|--------------------|--------------------|
| 1 circular economy | 4 sharing economy |
| 2 sharing economy | 5 sharing economy |
| 3 circular economy | 6 circular economy |
| 2 | |
| 1 economy | 7 on-demand |
| 2 model | 8 zero- |
| 3 collaborative | 9 incentives |
| 4 terms | 10 loyalty |
| 5 online | 11 Investment |
| 6 driven | 12 finite |

How to ... present survey results

3B

- 1 questions 5, 6 and 7
- 2 that people were interested in businesses they were unlikely to use, e.g. pet-related services for people with no pets and car-parking services for people without a car
- 3 that these businesses were a novelty and their interest reflected amusement; that people like what they already know about and don't want to leave their comfort zone - this is part of human nature

4A

- | | |
|--------------|----------------|
| 1 whole | 5 illustration |
| 2 cite | 6 Generally |
| 3 impression | 7 consensus |
| 4 presumably | 8 speculate |

4B

- a phrases 1, 6 and 7
- b phrases 2 and 5
- c phrases 3, 4 and 8

Grammar bank

1

- 1 c 2 f 3 a 4 e 5 b 6 d

2

- 1 ~~On~~ the whole
- 2 ~~tendency~~ **tended**
- 3 The ~~census~~ **consensus** seems to be
- 4 To ~~slight~~ **cite** one example
- 5 ~~presumptuously~~ **presumably**

- 6 Another ~~illustrator~~ **illustration** of this
 7 One might ~~specialise~~ **speculate** that
 8 ~~Generically~~ **Generally** speaking though
 9 our ~~impressive~~ **impression** was that

3
 Generally speaking, a majority of respondents **tended** to feel that while a shortened (four-day) work week is an appealing idea, it would be too problematic in practice. The **consensus** seems to be that the resulting paperwork for human resources and management and the decline in productivity wouldn't be worth the benefits. To **cite** one example, a factory manager indicated that reducing the working week to four days would require increasing his workforce by 20 percent. Another **illustration** of this is that many people said they would have to work at home to make sure their tasks got done anyway. This view presumably **reflects** the degree of inflexibility of many companies. On the **whole** our **impression** was simply that people in fact like their routine, and one might **speculate** that they identify so much with their work that they can't imagine life with less of it.

Pronunciation: chunking language

5A

- 1 To cite one example, / businesses which sold upcycled furniture / reported a significant increase in customer interest.
- 2 Generally speaking though, / the cost and effort that goes into upcycling / tends to lead to very small profit margins.

5B

- 1 On the whole, / people expressed a curiosity / about how effective the businesses were / in significantly reducing waste.
- 2 To cite one example, / people who were interested in sustainable fashion / wondered how many times fashion items could be recycled.
- 3 Our impression was simply / that people were interested in the difference / between the claims and the actual reality of these business models.
- 4 Their interest presumably reflected / a genuine concern to help protect the planet's finite

resources.

- 5 Another illustration of this / is the number of people who asked for more information / about second-hand furniture outlets / and clothes-swap websites.
- 6 Generally speaking though, / there was limited interest / in trying out services that had no proven track record in sustainability / and seemed to be profit-driven rather than eco-friendly.
- 7 The consensus seems to be / that people favour businesses that persuade us / that they are really committed to a truly circular economy.
- 8 One might speculate / that this way of approaching services will continue to attract consumers / and marks a radical shift in the way we will spend money in the future / and why.

4D BBC Documentary: Extinction

View

2A

1 b 2 c 3 c 4 a

2C

- 1 It threatens critical parts of Earth's system as well as our food, water and climate.
- 2 500 scientists investigated the state of the natural world in a global assessment.
- 3 It is happening simultaneously in the Amazon, Africa and the Arctic with all biodiversity, not just one group.
- 4 Their numbers have collapsed because of the actions of humanity, e.g. hunting and habitat loss.

Vocabulary: extinction

3A

1 seemingly 2 taken 3 grave 4 set
 5 global 6 pooled 7 unprecedented 8 brink

Writing: an opinion essay

Writing bank

1

1 a 2 b 3 a 4 c 5 b 6 a 7 b 8 c

Unit 4 Review

Grammar verb patterns

1A

POSSIBLE ANSWERS:

- 2 having courage, strength and determination,
among other things
- 3 to have sailed to other countries to explore them
- 4 mountain climbing
- 5 paying their executives such enormous salaries
- 6 to explore the countryside
- 7 buying things wrapped in single-use plastic
- 8 to have improved slightly

continuous and perfect aspects

2A

- 1 Sentence a is more engaged and immediate in
telling a story.
- 2 Both sentences have a similar meaning.
- 3 Both sentences have a similar meaning.
- 4 Sentence a is talking about the past.
Sentence b is referring to a present situation.
- 5 Sentence a is more colloquial than sentence b.
- 6 Sentence a is talking about the past.
Sentence b is talking about the future.

Vocabulary

3

- | | |
|-------------|-----------|
| 1 talking | 5 Raising |
| 2 pushing | 6 backing |
| 3 fuelled | 7 satisfy |
| 4 realising | |

4

- | | |
|-----------------|-----------|
| 1 significantly | 4 through |
| 2 ludicrously | 5 model |
| 3 tangible | 6 finite |

5B

- 1 B 2 B 3 C 4 A 5 C 6 B

Unit 5 influence

BBC Vlogs

1

Famous people and experiences mentioned in the vlogs:

- Speaker 1: the actor Benedict Cumberbatch (the speaker was a runner on the TV show *Sherlock*)
- Speaker 2: the past South African president and civil rights campaigner Nelson Mandela (the speaker had the privilege of meeting him as a schoolboy when he received an award)
- Speaker 3: the actor Jack Nicholson (the speaker thought they met him when they were at school and people were impressed by the pictures they posted but some people weren't convinced and now the speaker isn't either)
- Speaker 4: the ex-US president Barak Obama (the speaker served him coffee)
- Speaker 5: The Queen of England (the speaker had tea at Buckingham Palace in 2011)
- Speaker 6: the pop star Jarvis Cocker of the band Pulp (the speaker was embarrassingly starstruck and tongue-tied)

5A First impressions

Reading

2B

- to emphasise that it's good that people are no longer discriminated against because of their accent when applying for jobs
- that they believe there is still some prejudice amongst some people and that we should be wary
- to show that accents are influencing each other and the dividing line between them is no longer clear
- She believed her child was making fun of the shopkeeper.
- that he liked attention and was a bit ridiculous
- Companies are making the most of our susceptibility to the persuasive power of certain

accents.

- They don't feel as strongly as they used to, but their desire to have an accent still remains.

Vocabulary: collocations: first impressions

3

- | | |
|--------------|------------------|
| a lasting | e sizing up |
| b mannerisms | f preconceptions |
| c project | g rapport |
| d a bearing | h taint |

4

- Sizing people up
- establish an immediate rapport
- mannerisms they adopted
- have a lasting effect
- project a certain image
- has a bearing on
- lead to problematic preconceptions

Vocabulary bank: adjectives and adjectival endings

1A

- | | | |
|---------------|--------------|---------------|
| 1 bereft | 2 pompous | 3 unperturbed |
| 4 industrious | 5 reassuring | 6 Successive |

2A

- | | |
|--------------------|------------------|
| 1 unfavourable | 6 susceptible |
| 2 disconcerting | 7 unapproachable |
| 3 implausible | 8 unintelligible |
| 4 gullible | 9 dishevelled |
| 5 self-deprecating | 10 distinctive |

Grammar: giving emphasis: inversion, clefting, tailing, fronting

7A

- the need to conform
- the fact that I still feel bereft at times is curious
- children just want to adapt and 'fit in'
- the Scottish accent being top of the list
- people want to relate to others
- that the child produced a perfect imitation of the shopkeeper's accent

7B

POSSIBLE ANSWERS:

- How bereft I still feel at times is curious.
- As children we want to adapt and 'fit in' with a

group.

- 4 The Scottish accent is top of the list (after the Queen's English) when it comes to being perceived as trustworthy and reassuring.
- 5 People want to relate to those they are speaking to, either consciously or subconsciously.
- 6 The child took the bag, opened her mouth and perfectly imitated the shopkeeper's accent.

7C

POSSIBLE ANSWERS:

- 1 What an accent doesn't always give is an indication of the speaker's true origins.
- 2 It's fascinating how actors can move seamlessly from one accent to another.
- 3 It's speaking a foreign language with no trace of an accent that's / that is extremely difficult.
- 4 All that speaking in public requires is a strong voice and confidence.
- 5 So hard do I find it to follow subtitles that I often give up watching foreign films.

Students' own answers for alternatives.

Grammar bank

- 1
- 1 At no time during his talk did anyone question him.
- 2 No sooner had I logged off the site than an email came through from them.
- 3 Only after/when I've finished writing up the review will I go home.
- 4 So bad was his handwriting that I couldn't read a word.
- 5 On no account must you ever click on an unknown link.
- 6 Never before had I been so furious with my brother.
- 2
- 1 What is depressing is the amount of work we still have to do on the project. / It's depressing how much work we still have to do on the project.
- 2 What is a particular problem for me is having to get up so early in the morning. / It's having to get up so early in the morning that is a particular problem for me.
- 3 What I was saying was that I think Leo is the best person for the job. / It's Leo who I think is the best person for the job.

- 4 What is sometimes more important than the solution (itself) is the way we reach it.
- 5 It was Tommy who came top in the exam, not Martin. / Tommy's the person who came top in the exam, not Martin.
- 6 What really fascinates me is the origin of words. / It's the origin of words that really fascinates me.
- 7 The reason (why) I chose this research topic is because it has always interested me.
- 8 What motivated us was the teacher's enthusiasm for the subject. / It was the teacher's enthusiasm for the subject that motivated us.

3

- | | | |
|---------------|----------------|-----------------|
| 1 that's | 2 Other sports | 3 having a goal |
| 4 The lessons | 5 having fun | 6 those |
| 7 That | 8 Challenge | |

Pronunciation: stress while giving emphasis

8B

- | | | | |
|----------|------------|--------|--------|
| 1 accent | 2 disturbs | 3 love | 4 walk |
|----------|------------|--------|--------|

5B The truth about rumour

Vocabulary: spreading misinformation

2A

- 1 to intentionally turn people against each other, to try to make sense of something unknown
- 2 can damage people at an individual level, can influence public opinion, can change the course of politics

2B

- 1 embellishing the details
- 2 theories abound
- 3 distort information
- 4 boost our own self-esteem
- 5 the rumour has been quashed
- 6 the story escalates
- 7 go viral
- 8 swaying public opinion

2C

- | | | |
|-------------|-------------|----------|
| 1 embellish | 2 escalated | 3 boost |
| 4 quash | 5 gone | 6 swayed |

Listening

3C

- One child whispers a message to another, who passes it on to another and so on (and the original message usually gets distorted).
- It isn't always untrue. Sometimes it's just not yet confirmed.
- There were riots in London.
- (1) People believe there is a tiger on the loose.
(2) The story is on the loose and going viral.
- They heard a rumour that tigers were loose and tweeted a picture they found on Google to embellish the story.
- It was retweeted thousands of times and even picked up by foreign news channels.
- People believe what they see in a picture.

4A

No, he was proud of it.

4B

- Because people were retweeting and passing it on.
- They said he was wasting people's time and that he shouldn't have spread the rumour because there was a lot happening during the riots and he didn't help the situation.

4C

- bad rep
- kicked off
- lit the fire, word out there, fanned the flames
- flared up
- out and about

Grammar: participle clauses

5A

- | | | |
|----------------|-----------|----------|
| 1 embellishing | 2 Wanting | 3 Having |
| 4 started | 5 Having | |

5B

- | | | |
|--------------------|----------|----------|
| 1 the same time as | 2 before | 3 reason |
|--------------------|----------|----------|

Grammar bank

- Blessed
- Affected / Having been affected
- confronted
- having had

- persuading
- determined
- Having originally been advised
- having seen
- buzzing
- planning
- having learnt / learning
- obsessed
- not having
- Handing / Having handed
- 2
- Having eaten all their food, they decided to leave the shelter.
- Resources allocated to the health service have been reduced each year.
- Not having any idea how to get there, we had to phone for directions.
- Having jeopardised his chances of a promotion, Eamonn decided to quit.
- Having been caught red-handed, Julia saw no point in denying accepting the bribes.
- Emulating their favourite pop star, the kids all wore torn T-shirts and black jewellery.

Pronunciation: intonation in participle clauses

6A

The intonation rises and falls on the first part of the sentence (the participle clause), then falls on the second part of the sentence.

Writing: a report

9A

The report is written in a formal style. It uses headings to organise the information clearly.

9B

- this report will present
- it will go on to
- to improve the situation
- a substantial percentage
- commonly cited
- a clear consensus
- a negligible number
- major

- 9 surprisingly large
10 concerning
11 in light of the above

5C Try it out

Vocabulary: persuasion

2A

- 1 went to extraordinary lengths
2 gauge his reaction to
3 own the room
4 I come across as
5 bring people round to your way of thinking
6 convince people of his credibility
7 bolster her serious, studious, academic image

Vocabulary bank: adjectives to describe presentations

1A

- 1 captivating 2 assured 3 expressive
4 cogent 5 pertinent 6 subtle

1B

- 1 long-winded 2 inappropriate 3 mediocre
4 muddled 5 stiff 6 self-effacing

How to ... use persuasive techniques in presentations

3A

- 1 Students' own answers.
2 It's a room constructed as a 3D puzzle with clues and activities that you need to solve and complete as a team within a set time in order to escape.
3 Students' own answers. The speaker recommends it for people who like doing hands-on work, problem solving and working in a team.

3B

- 1 like
2 like
3 you can't, you can't
4 If you fail, still feel really good about it
5 people who like, people who like
6 cooperative, collaborative, competitive
7 but you will also

3D

- a 1 - 'Why do you think we got this piece of paper?'
b 1 - It's like this huge 3D puzzle.

- c 1 - Not only will you have a unique, exciting experience, but you will also ...
d 3 - you can't panic, you can't get out and you can't stop working as a team; you did it as a team and you feel really good about it ...you did it as a team and you still feel really good about it; people who like doing hands-on work, people who like looking around and taking it all in, ... people who like working as a team
e 1 - And who does it suit?
f 3 - you can't panic, you can't get out and you can't stop working as a team; people who like doing hands-on work, people who like looking around and taking it all in, ... people who like working as a team; The thing is, it's cooperative, it's collaborative, but it's not competitive

Grammar bank

1

- 1 f 2 d 3 a 4 e 5 c 6 b

3A

- 1 d 2 c 3 b 4 e 5 f 6 a

3B

- a direct speech d rhetorical question
b simile e metaphor
c rule of three f negative inversion

Pronunciation: intonation: being persuasive

4A

- 1 rise, rise, fall
2 first clause rise, second clause fall

5A

They form a list of three. In addition, all three adjectives begin with the same letter (c-) and have same ending (-ive).

5D BBC Street Interviews: Role models

View

2A

- Jane says her children are helping her to stay current.
- Magda says she feels people's influence at work, at the gym and at home.
- Philo says he is influenced by people at work and

those near to him.

- Zoe says she is influenced by people in all areas of her life.
- Rory mentions feeling the influence of others in his choice of clothes (one of the factors in Ex 1A).
- Mohammed mentions being influenced by his parents and grandparents in his choice of career.

2C

- 1 Rory mentions he might not always present himself how he wants because he's worried about what other people will say.

2 Family:

Mohammed says he is influenced professionally by his parents and grandparents;

Jane was influenced by her grandmother (she mentions her patience, cooking skills and that she was welcoming);

Rory was influenced by his dad (he aspired to be like his dad in terms of work ethic and in difficult situations)

Friends:

Mohammed is influenced by his friends (he tries to learn from their strengths and weaknesses)

Politicians:

Zoe is influenced by politicians (she studies politics and also says that policies can dominate a culture)

Teachers:

Magda was influenced by her biology teacher (her teacher gave her a chance to take up a medical career);

Philo was influenced by his basketball trainer (he learnt different principles such as discipline from him)

8 a home to which all visitors are welcome

9 make them a definite part of your own personality and characteristics

Writing: a contribution for a website

Writing bank

1

He supports a number of charities, has campaigned to help the British National Health Service and was involved in campaigning against the removal of free school dinners from students from low-income households.

2A

1 b 2 a 3 b 4 a

2B

a the clauses in 1 and 3

b the clauses in 2 and 4

2C

1 c 2 d 3 b 4 a

Vocabulary: role models

3A

POSSIBLE ANSWERS:

- 1 likely to be influenced by
- 2 look and/or behave in a particular way to create an impression
- 3 in relation to your professional development
- 4 followed the identical course of action or (e.g. academic/career/professional) route
- 5 have hopes of and direct ambitions towards
- 6 attitude to and feelings about work you want to reproduce
- 7 behaves in a specific way to be successful

Unit 5 Review

Grammar participle clauses

2A

- | | |
|----------------------------|------------|
| 1 lying, sipping, watching | 4 having |
| 2 Having | 5 informed |
| 3 fed up, frustrated | 6 put |

Vocabulary

3

- | | |
|-------------------|----------------------|
| 1 sway, have | 4 boost, have |
| 2 size, establish | 5 embellish, distort |
| 3 adopt, project | 6 went, quashed |

4

- | | | |
|--------------|----------|----------|
| 1 about | 2 kicked | 3 abound |
| 4 successive | 5 word | |

5

- | | | |
|--------------|-------------|-----------|
| 1 came | 2 lengths | 3 owned |
| 4 gauge | 5 convinced | 6 brought |
| 7 short/fact | | |

Unit 6 classics

BBC Vlogs

1

Opinions expressed in the vlogs:

Speaker 1 prefers old things.

Speaker 2 doesn't think new things are necessarily better, especially when it comes to buildings.

Speaker 3 likes modern ways to store music, but is nostalgic about having a physical copy in the past.

Speaker 4 thinks new things are better functionally, but appreciates old things as well.

Speaker 5 is of the opinion that new things aren't necessarily always better, but the novelty can make you think that they are.

The consensus is that new things are not always better than old things.

6A Hidden gems

Reading

1B

1 According to the article, a classic deals with truths that are always relevant and has influenced us in some way, colouring or clarifying our understanding of the world.

2 Students' own answers

3 According to the article, a cult classic has a small, devoted following but has either been dismissed by critics or is loved by critics but is ignored by the mainstream reading public.

1C

1 A *Study in Scarlet* is an example of a book that is enjoyable to read that has become a classic. (It is the first book in which Sherlock Holmes appeared, one of the most famous detectives in literature.)

Macbeth is an example of a story that is constantly retold.

Frankenstein is an example of a story that still addresses current concerns over right and wrong.

The Gormenghast Trilogy are gothic novels, currently considered cult classics, but which

in some people's view should be considered classics.

2

- a trite (lacking originality): the writer suggests 'it stands the test of time' is a cliché and is said without thought for what it really means.
- b worthy (good, valued, honourable): the writer uses inverted commas to suggest it isn't actually 'worthy'
- c finding an echo (in agreement): the writer uses it to suggest that *Frankenstein* still resonates with readers today
- d colouring: the writer uses it to suggest our impressions are affected and our opinions slightly altered by classics, as if a shade of colour has been added or we see things as a different colour
- e hip (up-to-date, fashionable): the writer uses it to suggest that some topics were fashionable at the time, but then became no longer relevant

1D

1 c 2 c 3 b

Vocabulary: describing literature

2A

- 1 seen through the eyes of
- 2 plunged into
- 3 breaks new ground
- 4 resonating with
- 5 devoted following
- 6 set against the backdrop of
- 7 revolves around
- 8 addresses

Vocabulary bank: describing books and films

1A

- 1 riveting 2 debut 3 plotted; sheer
- 4 fiendishly 5 style 6 grips

1B

1 b 2 d 3 a 4 e 5 c

Grammar: narrative tenses review

3A

- | | |
|---------------|-------------------|
| 1 read | 4 'd been reading |
| 2 'd been fed | 5 was yearning |
| 3 was feeling | 6 escapes, goes |

3B

- | | |
|---------------------|--------------|
| a sentence 6 | d sentence 4 |
| b sentence 2 | e sentence 1 |
| c sentences 3 and 5 | |

Grammar bank

1

- | | |
|---------------|--------------------|
| 1 promised | 9 counted |
| 2 'd pick | 10 was getting |
| 3 was waiting | 11 was going |
| 4 waited | 12 'd been told |
| 5 waited | 13 checked |
| 6 went | 14 'd been waiting |
| 7 chatted | 15 heard |
| 8 went | 16 was going |

2

- | | |
|----------------|-----------------------|
| 1 're sitting | 7 smile |
| 2 hear | 8 start |
| 3 being called | 9 've forgotten |
| 4 look | 10 say |
| 5 haven't seen | 11 Have you ever done |
| 6 smiles | |

Pronunciation: intonation to show surprise/interest

4A

... he's the criminal mastermind; ... he doesn't walk with a limp at all

The speaker uses increased stress and a higher intonation on these parts.

Writing: a review

Writing bank

1B

- It starts with a question and suggests we don't know as much as we think.
- We learn the background of the three women and why they were special.
- 'So you think you know all about the Apollo space

missions in the 1960s?'

- The review is not completely informal, but includes some expressive punctuation and personalises, e.g. 'I aim to correct that!'
- Introduction: why we should read the review;
Paragraph 2: background to the story;
Paragraph 3: summary, expansion and recommendation
- For example, 'Aptly named', 'highly intelligent', 'informative', 'vital', etc.
- 'It is an education.'

6B Words and music

Speaking

2C

- friends from school, university, work, travel and all areas of her life
- The writer uses this phrase to explain that friends can come from a variety of circles or encounters, e.g. old friends, superficial friends, constant friends, friends who have lost touch.
 - The writer uses this phrase to explain that even though some friendships are unexpected, they are still happy to have those friendships.
 - The writer uses this word to mean a person's appearance.
 - The writer uses this phrase to describe friends who may have lost touch.
 - The writer uses this phrase to explain that when you know a person well, you can pick up a conversation where you left off, without needing to explain the background.

Listening

4A

Why do you think poetry sometimes has a bad press?
Can songs be considered poetry and the songwriters considered poets?

4B

- 1 b 2 a 3 a 4 a 5 b 6 b

Vocabulary: reacting to poetry and song

5A

- | | |
|-------------------|-----------------------|
| 1 rousing | 5 melodic |
| 2 poignant | 6 emotionally charged |
| 3 confrontational | 7 simplistic |
| 4 punchy | 8 melancholic |

5B

- | | | | |
|---------|----------|-----------|------------|
| 1 does | 2 find | 3 conjure | 4 identify |
| 5 takes | 6 relate | 7 lift | 8 reduce |

Grammar: adverbials

6A

- | | |
|----------------|--------------|
| 1 To be honest | 4 really |
| 2 strictly | 5 relatively |
| 3 quite | 6 Quite |

6B

- Gradable: deceptive, interesting, loud, painful, pleasant, special
- Ungradable: deafening, fascinating, furious, hilarious, incredible, thrilling, unique

6C

- b** to be honest
- c** quite intimidating, quite brilliant
- adhere strictly to

6D

- | | |
|-------------------|-----------------------|
| 1 fairly | 4 widely |
| 2 really | 5 Utterly |
| 3 Unintentionally | 6 totally, absolutely |

Grammar bank

1

- | | |
|--------------|-----------------------------|
| 1 entirely | 8 quite |
| 2 totally | 9 decidedly/deeply |
| 3 utterly | 10 absolutely |
| 4 fairly | 11 completely |
| 5 relatively | 12 inevitably/intrinsically |
| 6 slightly | 13 hugely |
| 7 fully | |

2

- To his horror (~~very~~)
- Difficult as it is to credit (~~its~~)
- Strange as it sounds (~~just~~)
- Much to my astonishment (~~be~~)
- Sad to say (~~you~~)

- With some embarrassment (~~your~~)

Pronunciation: intonation to show contrast

7A

bold = intonation rising, underlining = intonation falling

- There are those who **love poetry** and those who don't.
- A poem can be deceptively **simplistic** or linguistically complex.
- It doesn't matter whether it's **upbeat** or slow, **hard rock** or gentle folk.

6C Classic journeys

Vocabulary: adjective–noun collocations: travel

2B

authentic cuisine, indigenous culture, quintessential small-town diners, opulent dining, primeval forests, undulating hills, legendary journey (also: rail journey), soaring mountains, panoramic views, preserved villages

2C

- | | |
|------------------|--------------|
| 1 panoramic | 5 indigenous |
| 2 preserved | 6 soaring |
| 3 authentic | 7 opulent |
| 4 quintessential | |

Vocabulary bank: adjective–noun collocations: travel

1A

- 1 c 2 f 3 a 4 e 5 b 6 d

1B

- | | |
|-------------|--------------|
| 1 buildings | 4 exhibition |
| 2 beach | 5 town |
| 3 furniture | 6 coffee |

1C

POSSIBLE ANSWERS:

buildings - modern, derelict, extensive
 beach - sandy, isolated, crowded
 furniture - comfy, stylish, antique
 exhibition - fascinating, well-organised, uninspiring
 town - bustling, quaint, industrial
 coffee - strong, aromatic, bitter

How to ... tell an anecdote

4A

- | | |
|-------------------|-----------------------|
| 1 were like | 5 it was |
| 2 what I mean | 6 some |
| 3 sort of | 7 this |
| 4 stuff like that | 8 it was one of those |

4B

- | | |
|------------------|-------------------------|
| 1 was/were like | 4 Funny, Stupid |
| 2 some, this | 5 I mean, those moments |
| 3 stuff, sort of | |

4C

- | | |
|----------|------------|
| 1 It's a | 2 It was a |
|----------|------------|

5A

POSSIBLE ANSWER:

Just got back from a sailing holiday around the Greek islands. Weather was brilliant and the water was crystal clear. Went with a guy called Juan I'd met last summer at a regatta. He was like, 'Must do the Greek islands together one day!' Swam a lot and had barbecues on the beach and stuff like that. Got a bit sunburnt on the deck, but it's one of those things that happens when you're out on the water with the salt spray, you know what I mean? It's sort of expected. Juan had this encounter with a jellyfish when he jumped in without looking - on the third day, I think it was. Stupid thing to do, but some guy on the beach was like, 'You should be grateful it wasn't a Portuguese man o' war!' Checked the water every time we went for a dip after that.

Grammar bank

1

- | | |
|------------------------|-------------|
| 1 I think it was | 5 was like |
| 2 sort of | 6 were like |
| 3 you know what I mean | 7 Funny |
| 4 stuff like that | 8 some/this |

2

- 1 ~~when~~ I think it was
 3 ~~some~~ of
 5 you know what ~~do~~ I mean
 6 ~~there~~ it was one of those moments
 7 ~~the~~ stuff like that
 8 this ~~the~~
 9 Funny ~~experience~~

3

POSSIBLE ANSWER:

So, I'd just got home from work, 6 p.m. I think it was, and my phone rang. And there was some man on the line whose voice I didn't recognise. And he was like, 'Is that Susie Draper?' I get loads of cold calls. I was going out at 6.30, and I didn't want to get caught up in a long discussion about accident claims or stuff like that. Strange, but I don't like just ending a cold call abruptly. The caller has a job to do, you know what I mean? So, I was like, 'Thanks, but no thanks,' and then this guy sort of giggled and I realised that it wasn't some random seller, but my cousin Liam.

Pronunciation: informal phrases when telling anecdotes

6A

We say them faster - they are less prominent.

6D BBC Documentary: Design classics

View

2A

- 1 sturdy
- 2 cumbersome, hopeless
- 3 ingenious, revolutionary

Possible synonyms:

sturdy = strong, well-built

cumbersome = awkward, clumsy

hopeless = awful, dreadful

ingenious = imaginative, innovative

revolutionary = ground-breaking, unprecedented

2C

- 1 They're relatively recent, but he feels like they should have been around for a long time.
- 2 1886: invention of tubes without seams.
 1888: invention of pneumatic tyre. The pneumatic tyre has been used on almost every bicycle since.
- 3 He organises a race between the Boneshaker and the modern bicycle. The modern bicycle wins because it is lighter and easier to pedal.

Vocabulary: innovation

3A

- 1 happened
- 2 started something
- 3 was improved
- 4 the most advanced or state-of-the-art stage
- 5 very different to
- 6 extensive, wide-reaching
- 7 established a new period
- 8 something better was coming

Writing: an account of an exhibition

5B

New exhibitions are often temporary and can appear in unused spaces in public places. They can be immersive and sensory for the visitor.

Unit 6 Review

Grammar

narrative tenses review

1

- | | |
|--------------------|--------------------------------|
| 1 'd been watching | 7 attempts |
| 2 fancied | 8 fails |
| 3 hopped | 9 is recognised |
| 4 was checking | 10 goes |
| 5 hadn't seen | 11 'm not telling / won't tell |
| 6 tells | 12 had |

adverbials

2A

- 1 I **utterly** love the way he conveys the basic and **vitaly** important notion that giving is receiving, all in a short turn of words. This poem **perfectly** captures my feelings.
- 2 I **distinctly** remember my mum reading this poem to me when I was **quite** young, so I get a feeling of nostalgia when reading it that is **inextricably** connected to my past.

- 3 The first line of the poem **instantly** evokes a sense of liberation that I once felt when I travelled, when I was younger. **Unsurprisingly** perhaps / Perhaps **unsurprisingly**, I find it hard to see all the queuing at airports and sitting in seats with no leg room as even **vaguely** resembling that sort of travel the poem describes.
- 4 **Sad to say**, I don't have the life experience to understand this poem. I've never really travelled, and I feel **painfully** aware that I am **totally** ill-equipped to respond to it in any positive way.

Vocabulary

3A

- | | | |
|--|---------------|-------------|
| 1 breaks | 2 conjures | 3 identify |
| 4 takes | 5 revolves | 6 set |
| 4 | | |
| 1 panoramic | 2 melodic | 3 soaring |
| 4 confrontational | 5 melancholic | 6 legendary |
| 5 | | |
| 1 had been raining while | | |
| 2 as/though it is to believe | | |
| 3 thoroughly recommend this film to | | |
| 4 the songs as (being) emotionally charged | | |
| 5 universal issues are likely | | |
| 6 seen through the eyes of | | |

Unit 7 choice

BBC Vlogs

1

Decisions mentioned in the vlogs:

- Speaker 1: all the big decisions: where to live, who with, what job to do, if they want children
- Speaker 2: no important decisions for self, but is expecting to assist their sons with decisions regarding education
- Speaker 3: when to retire
- Speaker 4: how to live sustainably and about the impact they have on the environment: e.g. what to buy and where from, how to travel and where to
- Speaker 5: whether to stay in Poland or move abroad
- Speaker 6: whether to retire and whether they can afford to retire

7A Decisions, decisions!

Reading

2A

The title (which suggests even basic decisions merit as much thought as larger ones) reflects the general argument of the article that everyday decisions (such as whether to have chicken or cheese on a sandwich) can have as much of an impact on our lives as bigger decisions.

2B

- It indicates that some of the decisions we make may seem insignificant.
- He wants to show that all decisions have significance.
- She mentions that 'Clearly, there are today those who may debate his conclusions'.
- He believes that some decisions mentioned are not indicative of personality.
- He now thinks people should listen to others and maybe be open to being influenced.

2C

- 'I can so identify with that.' It emphasises the point.
- get (that) 'But now get that ambivalence can actually be a strength.'

3 'the guys who go ...', 'I'd be like ...'

4 Just saying.

Vocabulary: idioms for choices

3A

- sit on the fence
- are spoilt for choice
- dig my heels in
- take the path of least resistance
- umming and ahing / in a quandary, sleep on it
- second thoughts

3B

- sit on the fence
- a quandary
- the path of least resistance
- spoilt for choice
- dig my heels in
- second thoughts

Vocabulary bank: connotation

1A

1 c 2 a 3 c 4 a 5 c 6 a 7 b 8 c

1B

POSSIBLE ANSWERS:

- confronted* implies a challenge
- secluded* implies it's not overlooked, *isolated* implies it's remote
- counter-clockwise* is more commonly used in American English
- embarking upon* is more formal
- concurs with* implies a particular view has already been mentioned
- Take-out* is more commonly used in American English
- clout* is more informal
- vexing* is more formal

Pronunciation: word stress in idiomatic phrases

4A

- | | |
|-----------------------------|---|
| 1 umming and <u>ah</u> ing | 4 sit on the <u>fen</u> ce |
| 2 spoilt for <u>choi</u> ce | 5 dig your <u>heel</u> s in |
| 3 in a <u>quan</u> dary | 6 take the path of least <u>resis</u> tance |

Grammar: omitting words

5A

1 b 2 d 3 e 4 c 5 a (b is also possible)

5B

- 1 I'm not sure **that** the decision ...
- 2 People **who/that** are judged negatively ...
- 3 But **I** now get that .../ But now **I** get that ...
- 4 **That's / This is / It's** fascinating, ...
- 5 ...the decisions **which/that** we make, ...

5C

- 1 Most people ~~who~~ I've spoken to about the book completely agree with me.
- 2 † Don't see how he'll manage this.
- 3 ~~It's a~~ Good point, but I can't really see it working.
- 4 The decision ~~that~~ I most agree with is the third on the list.
- 5 Decisions ~~that have been~~ made cannot be undone.

Grammar bank

1

- 1 who were
- 2 that had been
- 3 who had been
- 4 that
- 5 who was
- 6 who were
- 7 that

2

A: ~~We have~~ Got to get a move on. It's nearly 8.30. ~~The~~ Train leaves at 8.40!

B: ~~Have you~~ Fed the dog?

A: † Fed him half an hour ago. ~~I've~~ Also unloaded the dishwasher and ~~I've~~ left some notes for the dog sitter.

B: ~~That's~~ Brilliant. ~~Is~~ She coming over soon?

A: ~~She'll be here~~ In about half an hour. † Gave her a new key yesterday. The key ~~that~~ she had didn't work very well.

B: † Sounds like we're all sorted. ~~Are the~~ Cases by the door?

A: ~~They are~~ Ready and waiting. ~~The~~ Taxi's been outside for ten minutes.

B: ~~Have~~ You seen my ...

A: Come on, hurry up! ~~Do you~~ Want to go on this holiday or not?

7B Online or offline

Listening

1C

- 1 doing things online or offline with regard to interacting with people, shopping, education, holidays and sports
- 2 Print: the smell, flicking back and forth, symbol of unhurried life, physically seeing our progress
Online: can carry whole libraries around with us
- 3 She believes that people read both formats in different situations for different purposes, whatever is convenient or appropriate.
- 4 It's thought that brain activity used when scrolling may interrupt our focus, but this could change as our brains adapt.
- 5 We might be reading in virtual and augmented reality. We might be reading across combinations of different platforms. The reader may become more involved in plot development according to their tastes.
- 6 Bookcases will continue to exist, and bookcases need books.

Vocabulary: ways of reading

2B

- 1 flick through, cast a quick eye over, dip into, skip to, skim
- 2 pore over, peruse, scrutinise, read up on, plough through

Vocabulary bank: idioms: books and reading

1A

- | | | |
|------------------|---------------|------------|
| 1 nose | 2 heavy-going | 3 hit |
| 4 lost | 5 bookworm | 6 die-hard |
| 7 cover-to-cover | 8 curl | |

Grammar: prepositional phrases

3A

- | | | | |
|------------|-------|-------|----------|
| 1 up | 2 on | 3 of | 4 of, on |
| 5 of, over | 6 for | 7 for | 8 in |

3B

- a sentence 2 (touch on), sentence 4 (place on)
- b sentence 5 (likelihood of), sentence 6 (preference for), sentence 7 (implications for)
- c sentence 1 (up for discussion), sentence 3 (thing of the past), sentence 8 (in the hands of)
- d sentence 4 (indicative of)
- e sentence 2 (touch on), sentence 5 (take over)

3C

- 1 against being forced
- 2 with reading
- 3 for reading
- 4 at expressing
- 5 from declining
- 6 in getting

Grammar bank

1

In ancient mythologies, such as Indian or Greek, heroes tended to be men who benefited **from** the support of gods and goddesses and succeeded **in** destroying their enemies on an epic scale. To some extent, cinema and literature still follow this model, although these days we are becoming more accustomed **to** women wielding weapons as well as men. The rise in cinema of the female hero may be indicative **of** women's changed role in society. However, nowadays, our heroes tend to be people who show courage **in** the face of adversity and are committed **to** acting for society's greater good: a charity worker in the field or a first responder at the scene of an accident. Our modern-day notion of a hero is based **on** the saving of lives as opposed to a focus **on** how many enemies or monsters a hero can slay. One thing we can be certain **of**, however, is that humans will always have an innate desire for a hero to look up to.

2

- 1 I am aware of the issues surrounding climate change.
- 2 Nadia is ashamed of spreading / having spread / is ashamed that she spread rumours about Warren.
- 3 There's no chance of you getting an interview with her today.
- 4 It's common for pictures in magazines to be manipulated.
- 5 Anyone caught up in the mis-selling scandal is eligible for compensation.
- 6 The landlord is justified in raising rents annually.
- 7 What do you hope to specialise in during your third

year?

- 8 Winning the contract depends on not glossing over the problems.

Pronunciation: stress in phrasal verbs and dependent prepositions

4A

- 1 obsess about
- 2 gave in
- 3 set aside
- 4 protect against
- 5 skip to
- 6 comment on

4B

- 1 a the words in bold in sentences 2 and 3
- b the words in bold in sentences 1, 4, 5 and 6
- 2 The stress on phrasal verbs often falls on the particle (the preposition or adverb).
The dependent prepositions rarely carry stress compared to the verb they accompany.

Writing: a blog post

6C

- 1 Should we take the 'hand' out of handwriting?
- 2 Remember learning to write at school?
- 3 Paragraph 1 finishes with a question which paragraph 2 then goes on to answer.
- 4 Remember learning to write at school?, ,
Did you?
- 5 Handwriting classes have been dropped from the curriculum in Finland.
- 6 But perhaps that's just me.
- 7 I'm guilty of almost total illegibility here!
- 8 Did you?

7C Urban animals

Vocabulary: collocations: discussing issues

1C

- 1 hotly debated
- 2 strictly enforced
- 3 deeply divided
- 4 completely oblivious
- 5 actively involved
- 6 patently obvious

How to ... hedge an opinion and express reservations

2A

The man is more worried about the rising wolf

population and thinks strict measures should be enforced to deal with them.

The woman is less concerned and thinks that the situation is being exaggerated by the media.

2B

Man: increasing wolf numbers are dangerous and bad for farmers; wolves being close to human populations is asking for trouble; the risks need to be assessed; they pose a potential danger to people's children and pets; they could be penned or even culled to keep numbers under control

Woman: wolf reports not common; the danger of wolves is exaggerated; wolves living in the wild is OK; wolves can be a tourist attraction; hunting and killing wolves is inhumane; penning wolves could be a solution

2C

- | | | |
|----------|---------|-------------|
| 1 would | 2 maybe | 3 expert |
| 4 things | 5 going | 6 Obviously |

Grammar bank

- 1
- | | | |
|------------|--------|----------|
| 1 somewhat | 2 down | 3 extent |
| 4 going | 5 only | 6 take |
- 2
- What's your ~~mistake~~ **take** on this?
 - On the ~~late~~ **face** of it, ...
 - In that ~~prospect~~ **respect** I'm with you.
 - And, I'm really ~~opposite~~ **against / opposed to** any ...
 - No one ~~might~~ **would** disagree with that.
 - How ~~can~~ **do** you see this?
 - Why should it be ~~all~~ **any** different with this?
 - I'd be surprised if that's the ~~base~~ **case**.
 - Well supposedly so, but look at the ~~factors~~ **facts**.
 - That doesn't surprise me in the ~~last~~ **least**.

Pronunciation: intonation when hedging and expressing reservations

3A

(rise = **bold**, fall = underlined, pause = /)

- The idea has a **lot going for it**, / but they'd need to be controlled.

- Maybe **it's just me**, / but the danger always feels exaggerated.

- Well, I'm **no expert**, / but I think the risk needs to be properly assessed.

7D BBC Street Interviews: Too much choice?

View

2A

Michael, Tori, Duncan and Catherine think it's good to have a lot of choice. Michael likes choices and says investigating what are the right choices is an interesting process to go through. Tori says she likes having as many options as possible. Duncan says we tend to restrict our choices anyway. Catherine says she feels restricted otherwise.

Dylan, Sky, Sagar and Jane think it's bad to have a lot of choice. Dylan says it's easier to decide with fewer options. Sky says too many options makes it harder to decide. Sagar says you end up not doing anything with too much choice. Jane says too much choice can be confusing.

2B

- Dylan says choosing his university was the right choice. Tori says her choice to study engineering was the right choice. Duncan says moving to a new job was the right choice. Sagar says joining his company was the right choice.
- Michael says he makes wrong choices all the time (e.g. walking past someone in the street who doesn't have as much as you). Catherine says not following a career path was the wrong choice.
- Sagar says he doesn't believe in wrong choices because we can always learn from our decisions. Jane says she looks for the positive in wrong choices, so they're not really 'wrong'.

Vocabulary: making choices

3A

- | | | |
|---------------|--------------|--------------|
| 1 investigate | 2 chopping | 3 narrow |
| 4 limitations | 5 indecisive | 6 restricted |
| 7 overwhelmed | 8 variables | |

Writing: a newspaper opinion piece

Writing bank

1A

- The writer acknowledges that there are 'strong opinions on both sides' in the first paragraph. Then in the second paragraph, the writer outlines the reasons for the opposing point of view before countering them with their own.
- In the second paragraph, the writer gives reasons for their point of view by referring to statistics on safety and pointing out that age is not a factor in dangerous or reckless driving.
- In the third paragraph, the writer expands on their argument by making recommendations for drivers of all ages, e.g. regular assessment to avoid complacency and limiting the number of passengers in a car of a new driver regardless of their age.

1B

- strong opinions on both sides
- broadly speaking
- back
- to counter that
- statistics do not support this view
- bear in mind
- I would advocate

Unit 7 Review

Grammar omitting words

1

- The novel **that/which** the writer considers her best has won several awards.
- Were you aware **that** there have been reports **that** some people are keeping dogs in their apartments?
- That's** good news, but **I'm** not sure **that** I can make the party on Friday.
- Decisions **that/which are** made quickly are not always the best.
- The sound **that/which** David was listening to was a fox.
- (The)** Companies **that were / that are being** investigated included several **that were / that are** based in the USA. (Alternatively, **which** could be used instead of **that**.)

prepositional phrases

2A

- | | | | |
|-----------|-----------|-------|-------|
| 1 of | 2 against | 3 for | 4 in |
| 5 against | 6 of | 7 in | 8 for |

Vocabulary

3A

- | | | |
|------------|------------|----------|
| 1 sleeping | 2 thoughts | 3 spoilt |
| 4 path | 5 fence | 6 heels |

4A

- | | | | |
|-----------|--------|-----------|--------|
| 1 up | 2 into | 3 through | 4 over |
| 5 through | 6 to | 7 over | |

5A

- | | | |
|------------|------------|----------|
| 1 hotly | 2 patently | 3 unduly |
| 4 strictly | 5 actively | 6 deeply |

Unit 8 body and mind

BBC Vlogs

1

Qualities mentioned in the vlogs:

- Speaker 1: being positive - always manages to see the best in someone or something
- Speaker 2: ability to multitask
- Speaker 3: good at keeping in touch with friends
- Speaker 4: a calm personality
- Speaker 5: honesty
- Speaker 6: open-minded and not being intimidated by others

8A No limits?

Reading

2C

- a long-distance swim at the North Pole, endurance swims in all five oceans, swimming under the ice in Antarctica
- He believes he has a special ability to elevate his core body temperature before entering cold water.
- He discovered it accidentally while waiting to take a dip in the Arctic.
- because of melting ice caps
- to raise awareness of environmental threats
- The tragedy is that the water is available because of climate change. The triumph is that he could swim in difficult conditions.

3

The blog post says Pugh's core body temperature (around his major organs) drops to 30°C, but the article says that his muscle temperature drops to 30°C while his core body temperature rises.

The blog post says that Pugh swam under the ice in the Arctic, but the article says that he did this in the Antarctic.

The blog post says that Pugh carries out these feats to show what the human body can do, but the article says he does them to raise awareness of environmental issues.

Vocabulary: idioms and collocations: skills and abilities

4A

- | | |
|-----------|------------|
| 1 setback | 5 comfort |
| 2 gift | 6 drive |
| 3 knack | 7 grips |
| 4 shape | 8 aptitude |

4B

a 3 b 1 c 2 d 5 e 6 f 4 g 8 h 7

Vocabulary bank: compound adjectives

1A

far-fetched, far-reaching, hard-wired, lifelong, long-term (also possible: long-held), time-honoured, upcoming, widely held

1B

- | | | |
|--------------|----------------|-----------------|
| 1 lifelong | 2 upcoming | 3 far-fetched |
| 4 long-term | 5 widely held | 6 clear-cut |
| 7 hard-wired | 8 far-reaching | 9 time-honoured |

Grammar: noun phrases

5A

- | | |
|---------------------|--------------------|
| 1 dressed | 4 very interesting |
| 2 endurance | 5 ten-minute |
| 3 of global warming | |

5B

- ... the only person to carry out swims **that tested endurance** in all five oceans.
- Mr Pugh wanted to draw attention to the effects **that global warming is having**.
- ... and he mentioned something **that was very interesting**.
- ... Pugh's swim, **which lasted ten minutes**, was through one of these tunnels.

6A

POSSIBLE ANSWERS:

- Someone that I have great admiration for is **my local fish and chip shop owner**. He runs a **local charity fund-raising group**.
- The only person who was capable of making geography lessons fun for me was Mr Turner. I vividly remember one **half-hour lesson** about Denmark. He played us some **songs recorded by** a Danish pop duo. It was **an informative and**

enjoyable lesson.

- 3 I have a **growing respect** for a **business contact** that I have recently made. He has a **fiery passion** for his work. **He has an admirable knack** for engaging with people at all levels in our company, which is based on years of experience.

Grammar bank

1

POSSIBLE ANSWERS:

- 2 After a largely dry start to the day, we've got rain moving in from the north and winds gusting at 100 km an hour.
- 3 Cutting-edge pilot studies conducted by researchers from/in three countries support the initial hypothesis.
- 4 I need more time relaxing, letting ideas flow if I'm going to create something original and worth writing.
- 5 We believe there is a rapidly expanding market for an app which/that can monitor blood sugar levels.
- 6 The ideas we came up with yesterday could help bridge the gap between folk and jazz audiences.
- 2
- POSSIBLE ANSWERS:
- 1 People overwhelmed by work pressures no longer have an excuse for not exercising.
- 2 Our seven-minute workout, inspired by high-intensity interval training (HIIT), is the go-to option for busy people with packed schedules leaving them no time for extensive exercise.
- 3 The workout consists of thirty-second bursts of exercise separated by ten-second rest periods.
- 4 There is persuasive scientific support for the HIIT health benefits compared to longer less intensive activity.
- 5 For those who dislike exercise, there is the irresistible attraction that no matter how bad it feels, it's over before you notice.

Pronunciation: linking consonants

7A

They pronounce the last consonant in the first word very weakly or not at all.

Speaking

8A

Mikael makes other people feel comfortable. He's one of the first to try and get to grips with new things.

8B Bridging the senses

Vocabulary: adjectives to describe sensations and reactions

1B

- 1 Images, sounds and smells can bring back memories.
- 2 Negative: fingernails on a blackboard, a dentist's drill, paper ripping, something scraping on a bottle, worn suitcase handle, the sound or feel of tinfoil, touching velvet
- Positive: sound of paper rustling, the sound of brushing hair, people whispering, the sound of folding towels
- 3 It's a pleasant physical tingling some people get as a reaction to some sounds and sensations.
- 4 People can access these to be soothed or feel relaxed.
- 1C
- nostalgic, unsettling, distressing, soothing, comforting, involuntary, tingling, hypnotic
- Shrill* is not changed.

Vocabulary bank: verbs to describe reactions

1A

POSSIBLE ANSWERS:

- 1 wince 2 set 3 squirm 4 gasped
- 5 grimaced 6 flinch 7 clutching 8 started

Listening

2A

- 1 Some people can remember everything; other people remember absolutely nothing. Some people will always remember a face even if they've

only seen it once; others have 'face blindness'.
Some people can hear colours.

2 Students' own answers

2B

- 1 James tastes like chewing gum that's lost a lot of flavour. Doreen feels like brain freeze. Peter tastes like processed peas. Guy tastes like fudge.
- 2 He tends to hear the word as he reads it. He calls it 'inner speech'.
- 3 It can enrich your life, it can slightly trouble you or it might have no effect on you at all.
- 4 When he was going to school on the tube and reading the names of stations.
- 5 The words taste lovely (like breakfast / a full English fry-up).

2C

- 1 Brain scans show different areas of the brain lighting up.
- 2 His stomach produces stomach acid for food that isn't there.

Grammar: uses of *will* and *would*

3B

- | | |
|-----------------------|-----------------|
| 1 'd/would guess | 4 will wince |
| 2 'll/will have heard | 5 would trigger |
| 3 will insist | 6 won't use |

3C

- | | | |
|--------------|--------------|--------------|
| a sentence 2 | b sentence 4 | c sentence 5 |
| d sentence 3 | e sentence 6 | f sentence 1 |

Grammar bank

- 1
- 1 won't be able
- 2 'll be working
- 3 'll leave
- 4 'll get
- 5 'll be
- 6 won't be walking / won't walk
- 7 'll have finished
- 8 'll have managed
- 9 'll be seeing
- 10 'll find out

2

POSSIBLE ANSWERS:

- 1 Would you give me some help, please?
- 2 I would imagine he'll fail.
- 3 I would think that this will take a lot of time.
- 4 I would guess he's busy.
- 5 Would you lower your voice, please? / Would you speak more quietly, please?
- 6 Would you move your car, please?

3

- 1 If he will eat next to nothing, he's definitely going to be ill.
- 2 He won't ask for directions or check his phone, so of course he gets lost!
- 3 Darren would always leave things to the last minute and then risk being late.
- 4 If he will leave all the heating on overnight, his electricity bill is bound to go up.
- 5 The dog wouldn't stop barking so Sarah put it outside.
- 6 They'll have got caught in the traffic, but they'll be here soon.
- 7 She'll be doing her assignment at the moment, so let's go round later.
- 8 Mark will undoubtedly be sitting with his phone out, waiting for your call.

Pronunciation: contracted *will*

4A

Speaker B

Speaking

5A

A question 2 B question 4

Writing: a description

6C

The writer means that Jasper's condition, while causing him difficulties, is also quite unique and beautiful.

6D

- a 5 (to provide a succinct, but well-constructed and informative summary of the plot)
- b 3, 4 (to convey the content, atmosphere or emotions in the book in just a few words; to make

the writing interesting)

- c 1 (to summarise their appreciation of the book in a few words; to get the reader's interest)
- d 2 (to make the description sound interesting and their writing sound well-written and assured)
- The language helps the writer to be succinct, and adds colour and sophistication to the writing.

8C Feeling good

Vocabulary: well-being

1C

- 1 open up to others
- 2 take time to unwind
- 3 keep your spirits up
- 4 offset food indulgences
- 5 loosening your neck muscles
- 6 kick-start your brain
- 7 fostering a positive outlook
- 8 alleviate symptoms of stress

How to ... explain the purpose and benefit of something

2A

- 1 Hot yoga makes you feel amazing, you don't have to think about it, you can just do it yourself, you expend energy and it's good for you mentally as well as physically.
- 2 Singing in a choir makes you feel lifted, it's joyful and you learn to regulate your breathing, which can help you control panic and anxiety.

2B

- | | | | |
|---------|------------|--------------|-------------|
| 1 point | 2 positive | 3 looking | 4 plus |
| 5 get | 6 got | 7 beneficial | 8 just that |

Grammar bank

1

- 1 And ~~glancing~~ **looking** at all the benefits, I would say that we have to go with this idea.
- 2 One ~~relative~~ **pertinent** example to support my stance on this topic would be the number of resignations last year.
- 3 I think a ~~large~~ **big** plus for me would be the speed at which we could put the plan into action.
- 4 The ~~cause~~ **reasoning** behind my stance on this

issue is the excessive costs involved.

- 5 There is a ~~wide~~ **general** consensus that this is not the best path to follow.
- 6 It's not ~~why~~ **that** it's stupid, it's just that it's not quite as useful as you think it is.

2

1 e 2 d 3 a 4 c 5 f 6 b

3

- | | |
|-----------------------|----------------------|
| 1 behind my stance | 4 big plus for me |
| 2 the only one to | 5 you're coming from |
| 3 a general consensus | 6 be realistic here |

Pronunciation: intonation in sentences containing contrasting ideas

3A

The intonation is higher and more variable (and less 'resolved') in the first part of each sentence and lower and less variable (more certain sounding) in the second. This mirrors the fact that the aspect of the sentence that the speaker truly believes is contained in the second part of each sentence.

8D BBC Entertainment: Effects and illusions

View

2A

- 1 The IKEA Effect is when people think that something they've made themselves is better than anything you can buy.
- 2 The Rhyme-as-reason Effect is when people tend to believe or trust a piece of advice more because it rhymes.
- 3 The Frequency Illusion is when after you notice something for the first time, you tend to notice it a lot more often.

2B

- 1 She thinks it means being stuck in a place with arrows on the floor and unable to get out.
- 2 He gives an example of apricot jam he made that is the best apricot jam anybody's ever tasted.
- 3 No pain, no gain (suffering is necessary in order to achieve something)
- 4 Rhyme has more power than an ordinary phrase because of the idea that if it's beautiful, it must be

true.

- 5 Once you hear there are tennis questions on the show, you then hear one and believe there are always tennis questions on the show.
- 6 A cognitive bias pushes you into a way of thinking.

3A

- 1 c - You can't win something if you don't take part - you need to be 'in it' [the competition] if you want to try and 'win it'.
- 2 a - If you eat healthy food regularly, you won't need a doctor.
- 3 b - When we see a red sky at night, it usually means the next day's weather will be good.

Vocabulary: thoughts and ideas

4A

1 c 2 d 3 a 4 e 5 b

Writing: a story about strange effects

Writing bank

1A

Elements of his dream seem to have come true.

1C

- 1 taken aback, to my surprise, shook my head in disbelief, imagine my surprise, all of a sudden
- 2 bizarre, if that wasn't odd enough, weird

Unit 8 Review

Grammar noun phrases

- 1
- a a place to go
 - b a baby deer
 - c something a little unusual
 - d a matter of seconds
 - e Anyone who experiences this kind of moment
 - f an amazingly beautiful moment

2B

POSSIBLE ANSWERS:

- 1 Children unaccompanied by their parents /
Unaccompanied children are not allowed into this section of the museum.
- 2 My sister goes for a fifteen-minute run every morning and evening.
- 3 People with tablets to take before and after meals should swallow them with a glass of water.
- 4 I've just read a really interesting article about remembering recent events.
- 5 The doctor I talked to yesterday told me to do more exercise.
- 6 T'ai Chi, a traditional martial art, has a worldwide following.

uses of *will* and *would*

- 3
- 1 a 2 b 3 b 4 b 5 b 6 b 7 a 8 b
- 4
- 2 Some people won't accept the fact that being in physically good shape helps our mental state, too.
 - 3 You'll have read about recent policies regarding mental health issues.
 - 4 (In the past,) My father wouldn't listen to doctors' advice if he didn't like it.
 - 5 My grandmother would often cook greasy fried eggs when we stayed with her, and this would make me feel nauseous.
 - 6 I know my brother well. He'll have learnt new vocabulary at school today, so now he'll be memorising it all.
 - 7 Many people will refuse to consider their mental health important (and this irritates me).

- 8 Dave will always follow the same route on his morning run. He'll turn right at the gate and run to the crossing. Then he'll cross the road to the park, run down to the lake and round it five times before returning the same way.

Vocabulary

5A

1 B 2 A 3 B 4 A 5 B 6 B

6A

- | | | |
|---------------|------------|--------------|
| 1 involuntary | 2 shrill | 3 soothing |
| 4 nostalgic | 5 tingling | 6 unsettling |

7

- 1 do a five-minute warm-up
- 2 a rare gift/ability/knack/talent for imitating
- 3 sets my teeth on edge
- 4 sung by a choir of
- 5 foster a positive attitude / positive thoughts
- 6 to offset several late nights
- 7 keep our spirits up
- 8 you will have heard
- 9 get to grips with
- 10 wouldn't give me the name